



# RELATIONSHIPS & SEX (RSE) EDUCATION POLICY

September 2022

Responsibility	Head Teacher
Date of last review	31/08/2020
Date of next review by	31/08/2023

Signed:

**Chair of Finance & Human Resources**

Date: 01/09/2022

Signed:

**Head Teacher**

Date: 01/09/2022

## Contents

1. Aims.....	2
2. Statutory requirements .....	2
3. Policy development.....	2
4. Definition.....	3
5. Curriculum.....	3
6. Delivery of RSE .....	3
7. Roles and responsibilities.....	4
8. Parents’ right to withdraw .....	5
9. Training .....	5
10. Monitoring arrangements.....	5
Appendix 1: PSHE Curriculum, Long Term overview .....	6
Appendix 2: Parent form: withdrawal from sex education within RSE .....	8

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### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### 2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At The Aspire Academy we teach RSE as set out in this policy.

### 3. Policy development

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This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review –all relevant information pulled together including relevant national and local ( contextual) guidance
2. Key staff met with the Parent Governor
3. Staff consultation
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
5. Pupil consultation – we investigated what exactly pupils want from their RSE
6. Ratification – once amendments were made, the policy was shared with governors and ratified

#### **4. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, equality and personal identity.

#### **5. Curriculum**

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

#### **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils may also receive stand-alone sex education interventions delivered by a trained health professional.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and social media
- Being safe

- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendix 1 (taken from the PSHE Programme of Study, RSE highlighted in bold and red type).

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

### **7.2 The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher and Deputy Headteacher.

Tutors will teach the PSHE curriculum to their tutor groups, the RSE curriculum is incorporated within this.

### **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **8. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

## **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE in addition to staff learning from presentations and workshops in assemblies delivered by charities such as Purple Leaf on harmful sexual behaviours.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Andrew Phillpots Deputy Headteacher through:

- Planning scrutinies
- Learning walks
- Book trawls
- Lesson observations

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

## Appendix 1

### SECONDARY PSHE EDUCATION: LONG TERM OVERVIEW — COMPETENCIES-BASED MODEL

	<b>Autumn 1</b> Independence and aspirations	<b>Autumn 2</b> Autonomy and advocacy	<b>Spring 1</b> Choices and influences	<b>Spring 2</b> Independence and aspirations	<b>Summer 1</b> Autonomy and advocacy	<b>Summer 2</b> Choices and influences
<b>Year 7</b>	Developing goal setting, organisation skills and self-awareness: <ul style="list-style-type: none"> <li>Personal identity and values</li> <li>Learning skills and teamwork</li> <li>Respect in school</li> </ul>	Developing empathy, compassion and communication: <ul style="list-style-type: none"> <li>Making and maintaining friendships</li> <li>Identifying and challenging bullying</li> <li>Communicating online</li> </ul>	Developing agency, strategies to manage influence and decision making: <ul style="list-style-type: none"> <li>Regulating emotions</li> <li>Diet and exercise</li> <li>Hygiene and dental health</li> <li>Sleep</li> </ul>	Developing self-confidence and self-worth: <ul style="list-style-type: none"> <li><b>Puberty and managing change</b></li> <li><b>Body satisfaction and self-concept</b></li> </ul>	Developing assertive communication, risk management and support-seeking skills: <ul style="list-style-type: none"> <li>Rights in the community</li> <li><b>Relationship boundaries</b></li> <li><b>Unwanted contact</b></li> <li><b>FGM and forced marriage</b></li> </ul>	Developing agency and decision making skills: <ul style="list-style-type: none"> <li>Drugs, alcohol and tobacco</li> <li>Safety and first aid</li> </ul>
<b>Year 8</b>	Developing risk management skills, analytical skills and strategies to identify bias: <ul style="list-style-type: none"> <li>Managing online presence</li> <li>Digital and media literacy</li> </ul>	Developing respect for beliefs, values and opinions and advocacy skills: <ul style="list-style-type: none"> <li>Stereotypes, prejudice and discrimination</li> <li>Promoting diversity and equality</li> </ul>	Developing agency and strategies to manage influence and access support: <ul style="list-style-type: none"> <li>Drugs and alcohol</li> <li><b>Introduction to contraception</b></li> <li>Resisting peer influence</li> <li>Online choices and influences</li> </ul>	Developing goal setting, motivation and self-awareness: <ul style="list-style-type: none"> <li>Aspirations for the future</li> <li>Career choices</li> <li>Identity and the world of work</li> </ul>	Developing communication and negotiation skills, clarifying values and strategies to manage influence: <ul style="list-style-type: none"> <li><b>Healthy relationships</b></li> <li><b>Boundaries and consent</b></li> <li><b>LGBT+ inclusivity</b></li> <li><b>'Sexting'</b></li> <li>Managing conflict</li> </ul>	Developing agency and strategies to manage influence and access support: <ul style="list-style-type: none"> <li>Maintaining positive mental health</li> <li>Importance of physical activity</li> </ul>
<b>Year 9</b>	Developing goal-setting, analytical skills and decision making: <ul style="list-style-type: none"> <li>GCSE options</li> <li>Sources of careers advice</li> <li>Employability</li> </ul>	Developing self-confidence, risk management and strategies to manage influence: <ul style="list-style-type: none"> <li>Friendship challenges</li> <li>Gangs and violent crime</li> <li>Drugs and alcohol</li> <li>Assertive communication</li> </ul>	Developing empathy, compassion and strategies to access support: <ul style="list-style-type: none"> <li>Mental health (including self-harm and eating disorders)</li> <li>Change, loss and bereavement</li> <li>Healthy coping strategies</li> </ul>	Developing analytical skills and strategies to identify bias and manage influence: <ul style="list-style-type: none"> <li>Financial decisions</li> <li>Saving and borrowing</li> <li>Gambling, financial choices and debt</li> </ul>	Developing assertive communication, clarifying values and strategies to manage influence: <ul style="list-style-type: none"> <li><b>Healthy/unhealthy relationships</b></li> <li><b>Consent</b></li> <li><b>Relationships and sex in the media</b></li> </ul>	Developing decision making, risk management and support-seeking skills: <ul style="list-style-type: none"> <li><b>Sexually transmitted infections (STIs)</b></li> <li><b>Contraception</b></li> <li>Cancer awareness</li> <li>First aid</li> </ul>

	Autumn 1 Independence and aspirations	Autumn 2 Autonomy and advocacy	Spring 1 Choices and influences	Spring 2 Independence and aspirations	Summer 1 Autonomy and advocacy	Summer 2 Choices and influences
Year 10	Developing self-awareness, goal-setting, adaptability and organisation skills: <ul style="list-style-type: none"> <li>Managing transition to key stage 4 including learning skills</li> <li>Managing mental health concerns</li> </ul>	Developing empathy and compassion, strategies to manage influence and assertive communication: <ul style="list-style-type: none"> <li><b>Relationship expectations</b></li> <li><b>Impact of pornography</b></li> <li>Identifying and responding to abuse and harassment</li> </ul>	Developing agency and decision making, strategies to manage influence and access support: <ul style="list-style-type: none"> <li>First aid and life-saving</li> <li>Personal safety</li> <li><b>Online relationships</b></li> </ul>	Developing goal setting, leadership and presentation skills: <ul style="list-style-type: none"> <li>Skills for employment</li> <li>Applying for employment</li> <li>Online presence and reputation</li> </ul>	Developing respect for diversity, risk management and support-seeking skills: <ul style="list-style-type: none"> <li><b>Nature of committed relationships</b></li> <li><b>Forced marriage</b></li> <li>Diversity and discrimination</li> <li>Extremism</li> </ul>	Developing motivation, organisation, leadership and presentation skills: <ul style="list-style-type: none"> <li>Preparation for, and reflection on, work experience</li> </ul>
Year 11	Developing resilience and risk management skills: <ul style="list-style-type: none"> <li>Money management</li> <li>Fraud and cybercrime</li> <li>Preparing for adult life</li> </ul>	Developing communication and negotiation skills, risk management and support-seeking skills: <ul style="list-style-type: none"> <li><b>Relationship values</b></li> <li><b>Maintaining sexual health</b></li> <li><b>Sexual health services</b></li> <li><b>Managing relationship challenges and endings</b></li> </ul>	Developing confidence, agency and support-seeking skills: <ul style="list-style-type: none"> <li><b>Making safe and healthy lifestyle choices</b></li> <li><b>Health promotion and self-examination</b></li> <li>Blood, organ, stem cell donation</li> </ul>			

## Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	